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ABSTRACT

Given the competition for limited resources at all levels of funding for correctional education coupled with public sentiment that swings between punishment of offenders and their rehabilitation, correctional education data at the program level have become more important than ever. This handbook explores the use of data in correctional education programs. It provides information on collecting, processing, and reporting data in correctional education settings and examines the role of data in evaluating correctional education programs. It assumes that collecting information on programs, participants, and outcomes is vital for program planners and administrators and may be useful for legislators and other groups who might be interested in funding correctional education programs. The handbook contains these sections: (1) "Introduction"; (2) "Collecting Correctional Education Data"; (3) "Processing Correctional Education Data"; (4) "Reporting Correctional Education Data"; and (5) "Evaluating Correctional Education." An appendix contains some sample data reports. (Contains 13 exhibits and 10 references.) (SLD)

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Using Correctional Education Data: Issues & Strategies

Office of Correctional Education

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Using Correctional Education Data: Issues and Strategies

January 1997

Prepared for:

Office of Correctional Education
Office of Vocational and Adult Education
U.S. Department of Education
600 Independence Avenue, S.W.
Washington, D.C. 20202

Rita Kirshstein
Clayton Best

PELAVIN RESEARCH INSTITUTE
1000 Thomas Jefferson Street, N.W., Suite 400
Washington, D.C. 20007

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Contents

Page

Preface . . . . .

Introduction 1
- Correctional Education Surveys 2
- Why Collect Correctional Education Program Data? 3
  - A Few Basic Principles. 3
- What Is a Correctional Education Data System? 4
- What Is This Handbook About? 5

2 Collecting Correctional Education Data 7
- Intake Data Elements 9
- Incarceration Data Elements 11
- Post-Release Data Elements 13

3 Processing Correctional Education Data 15
- Design Considerations 16
- System Integration Issues 17
- The Record Identifier 19
- Security Issues 19

4 Reporting Correctional Education Data 21
- Different Types of Correctional Education Reports 21
- Sample Correctional Education Reports 26
- Advanced Reporting Techniques 27

5 Evaluating Correctional Education 29
- Recidivism: The Ultimate Measure of Success 29
  - Issue #1: How Do You Measure Recidivism? 30
  - Issue #2: How Can You Be Sure that Your Results Can Be Attributed to Correctional Education? 31
  - Issue #3: How Do You Collect Information about Inmates Once They Are Released into the Community? 33
  - Issue #4: What Do You Do If Your Results Indicate that Correctional Education Does Not Reduce Recidivism? 33
- Other Measures of Program Success 34
- A Final Thought: Don't Be Intimidated! 35

Selected Bibliography 37

Appendix A

Exhibits

Page

Exhibit 1: Surveys With Information About Correctional Education . . . 2

Exhibit 2: A Correctional Education Information System 5

Exhibit 3: Intake Data Elements 10

Exhibit 4: Incarceration Data Elements 12

Exhibit 5: Post-Release Data Elements 14

Exhibit 6: Advantages of A Stand-Alone System Versus An Integrated System 17

Exhibit 7: Sample Facility Report: Correctional Education Profile . . 22

Exhibit 8: Sample Facility Report: Student Performance Profile 23

Exhibit 9: Sample Facility Report: Intake Profile 24

Exhibit 10: Sample Facility Report: Inmate Program History 25

Exhibit 11: Sample Facility Report: Inmate Test 25

Exhibit 12: Sample Facility Report: Class Roster 26

Exhibit 13: Possible Resources for Evaluation 36

Preface

Thank you for your commitment to providing high quality educational services to incarcerated persons. In addition to *Using Correctional Education Data: Issues and Strategies, Is It Working: Self Help Guide for Evaluating Vocational Adult Education Programs* is another publication that practitioners may find useful. Additional copies of both publications can be ordered, free of charge, from:

Office of Correctional Education
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U.S. Department of Education
600 Independence Avenue, S.W.
MES 4529
Washington, D.C. 20202-7242
(202) 205-5621

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1 Introduction

In 1995, 1.6 million adults were incarcerated in state and federal prisons and in local jails.

Currently, the nation's jail and prison populations are increasing at the same time that resources to serve inmates are tightening. Many states are still reeling from an economic slowdown in the early 1990s that reduced appropriations for many social services. Furthermore, public sentiment appears to be moving away from the rehabilitation of the nation's incarcerated population towards a more punishment-oriented approach; this is reflected in increased penalties, more rigid sentencing standards, and budget allocations directed more toward the construction of new correctional facilities rather than toward rehabilitation-oriented programs.

Most states currently have some type of correctional education in most of their prisons. These programs include academic, vocational, and life/job skills training. These types of correctional education programs can also be found in jails across the nation. Moreover, slightly over three quarters of the states responding to a survey on correctional education in 1995 reported that there were waiting lists for correctional education programs.[1]

Approximately 57 percent of all inmates in state prisons in 1991 participated in correctional education.

Findings from a recent survey of prison inmates conducted by the National Institute of Justice indicated that approximately 400,000 inmates in state correctional facilities had participated in some type of correctional education program. This number represents 57 percent of all inmates incarcerated in state facilities. Nineteen percent of those who had participated in any type of correctional education program had taken vocational courses, 45 percent had enrolled in basic education courses, and another 36 percent had enrolled in both vocational and education courses.[2]

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[1] *Corrections Compendium*, December 1995.

[2] Analysis of data from Bureau of Justice Statistics' *Survey of Inmates of State Correctional Facilities, 1991.*

Correctional Education Surveys

Information about various aspects of correctional education can be obtained from several large-scale surveys (Exhibit 1).

EXHIBIT 1

Surveys With Information About Correctional Education

- ***Census of State and Federal Adult Correctional Facilities***
  U.S. Department of Justice, 1990
- ***Census of Public Juvenile Detention, Correctional, and Shelter Facilities***
  U.S. Department of Justice, 1992–1993
- ***Survey of Education in U.S. Prisons***
  Corrections Compendium, 1995
- ***Survey of State Adult Correctional Education Agencies***
  U.S. Department of Education, 1992-1993
- ***Survey of Inmates of State Correctional Facilities***
  U.S. Department of Justice, 1995
- ***Survey of Jail Inmates***
  U.S. Department of Justice, 1995
- ***Survey of State Juvenile Correctional Education Agencies***
  U.S. Department of Education, 1992-1993
- ***Survey of State Correctional Education***
  U.S. Department of Education, 1997

Several points should be noted about these surveys. First of all, the more general approach of these efforts seems to limit the ability to ask specific questions about education. Thus the data these studies yield are exceedingly general and focus on what is being offered, rather than on impacts and outcomes. Furthermore, most of these surveys that collect correctional education data focus on prisons and not jails.

Although correctional education has existed in various forms for over two centuries, not enough is known about the effectiveness and impact of these programs in either prison or jail settings. Do correctional education programs "rehabilitate" those who participate? Are participants more likely to obtain jobs once released and stay out of

jail or prison than those who did not participate in correctional education? Do certain types of programs work better than others? These questions will continue to be raised until valid and reliable data are available to address these issues.

While national surveys provide much needed information on the participation of inmates in correctional education as well as the administration and funding of these programs, they do not provide local programs with the types of information they need to improve program operations and measure program impacts. National data collection efforts do not substitute for data collection at the program level. Given competition for limited resources at all levels of funding coupled with public sentiment that swings between the punishment of offenders and their rehabilitation, correctional education data at the program level have become more important than ever.

Why Collect Correctional Education Program Data?

Data describing correctional education outcomes are more important than ever.

In the past, correctional education personnel could justify program expenditures with selected stories of inmates who turned their lives around after participating in correctional education programs. Today, program funders are more likely to question and request data on the overall effectiveness of correctional education programs. Decisions concerning the continued or increased funding of correctional education programs will be made on the basis of aggregated data that reflect the performance and behavior of inmates on a wide array of criteria. Consequently, correctional education programs must be proactive in anticipating the informational needs of program funders. If correctional education programs are not proactive, they risk appearing nonresponsive. "We'll have to gather that information and get back to you," will no longer be acceptable when responding to requests for information about correctional education.

Having information about correctional education programs and participants readily available also serves program management needs. Determining the demand for specific courses, monitoring student progress, and scheduling can all be accomplished with good data.

A Few Basic Principles. . .

To make correctional education data accessible and useful, a few basic principles should be followed:

- *If information is not currently computerized, then programs need to make every effort to do so.* For systems that are outdated, upgrades should be made.

Without question, obtaining funding for new computer systems or upgrades is easier said than done in an austere funding environment. However, without productive data systems that document program performance, program administrators will not have the data at hand to manage their programs efficiently and provide the public with requested information.

- *Information that is collected must be processed in an efficient and routine manner.* By harnessing the power of computer technology, reporting requirements and requests for information can be handled quickly, allowing staff to concentrate on other tasks. By producing information that documents program outcomes on a regular and continued basis, program officials can monitor their programs and provide information to those who fund correctional education.

- *Information that is collected must be presented and reported in a clear and efficient manner.* Reports that present findings in a straightforward manner and that are easy to read and understand are more likely to be used by program staff as well as administrators and funders. (Section 4 discusses various types of correctional education reports.)

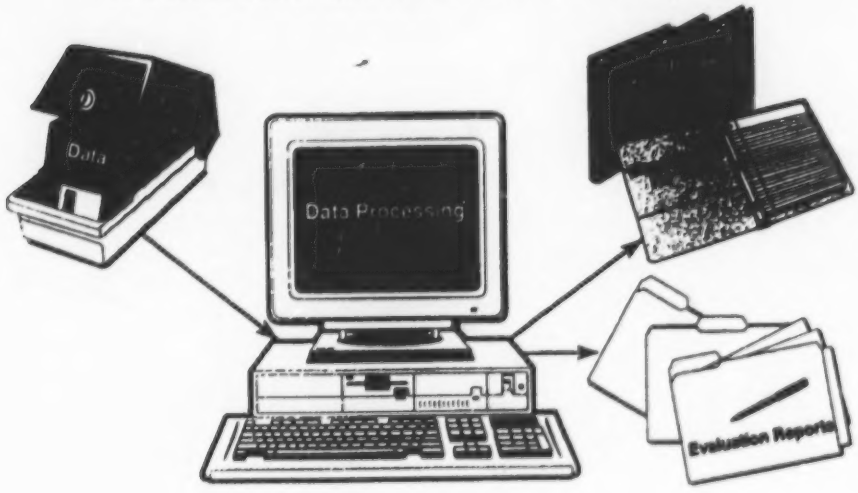
- *Program administrators must consider collecting information that contains new indicators of program effectiveness.* While presenting information that documents the services rendered to inmates is necessary for program justification, program funders want to know precisely what their dollars are buying. Comparisons of recidivism rates of correctional education participants with nonparticipants provide the type of information policymakers and the public want to see. In addition, correctional education program officials must devise new indicators that demonstrate program effectiveness. Many program officials are already familiar with these alternative indicators and have no problem articulating them in conversations or presentations. What is lacking is the operationalization of these indicators into data elements that are routinely collected and reported.

What Is a Correctional Education Data System?

On a cursory level, a data system can be defined as information that is entered into a computer. These data are processed or summarized to produce institutional or individual level reports. However, this description does not represent the ***systematic*** approach to data collection that is necessary to manage and operate correctional education programs more efficiently. Program administrators must take a systemic approach when designing and implementing correctional education information systems. Exhibit 2 depicts the components of a correctional education information

EXHIBIT 2

A Correctional Education Information System



system. The intent of this exhibit is to emphasize the interdependence of all system components. All relevant data elements need to be collected efficiently and entered into a system with adequate computing power. This will allow the system to produce reports that can be used to improve program management and assess program outcomes.

What Is This Handbook About?

This handbook explores the use of data in correctional education programs. It provides information on collecting, processing, and reporting data in correctional education settings. It also examines the role of data in evaluating correctional education programs. It assumes that collecting information on programs, participants, and outcomes is vital and necessary to program planners and administrators. In addition, this information can be used by legislators and other groups, public and private, who might be interested in funding correctional education programs.

Currently, programs use data differently. Some programs only gather the most basic information about program participation to satisfy federal, state, or local reporting

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requirements. Other programs use data to plan for future program offerings. Other programs collect data to measure inmates' progress in different skill areas that are covered in classes. Still other programs have realized that data about correctional education participation can be used to demonstrate program effectiveness and to support arguments for the continued or increased funding of their programs.

This handbook is designed to promote a broad-based comprehensive collection of data on correctional education programs and participants. It is not a how-to manual, providing all of the steps required to develop a correctional education data system. However, it can function as a valuable resource when designing or upgrading a correctional education data system. The following sections of the handbook provide information about:

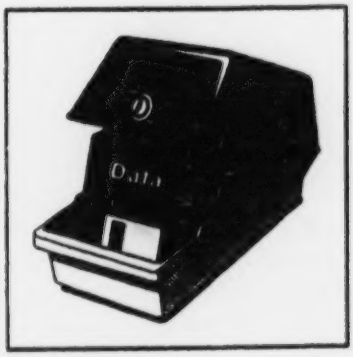
- **The types of data that programs might consider collecting.** This section presents the types of data elements that states and facilities should consider collecting. These data elements encompass all aspects of an inmates' correctional history, including intake, incarceration, and post-release.

- **How programs might process these data.** This section discusses a wide variety of issues that program officials might consider when designing or upgrading correctional education data systems. These issues include system integration, ideal record identifiers, and security issues.

- **Different reports that might be produced from the collected information.** This section discussed different types of reports that can be produced from correctional education systems. The section includes sample reports and presents several advanced reporting techniques.

- **The use of data in evaluating correctional education programs.** This section describes the components of good evaluations of correctional education programs. While it focuses heavily on recidivism studies, it also considers alternative measures that program administrators and evaluators may find useful.

2 Collecting Correctional Education Data



The basic data principle—what goes into a system eventually comes out—applies as much to correctional education as it does to any other type of data gathering effort. The best computers in the world and the most creative and resourceful program administrators and evaluators cannot compensate for data that either are not collected or are of poor quality. Data comprise the core of any correctional education data system. Thus, it is critical that adequate resources be devoted to data collection.

To many, the collection of correctional education data might initially seem daunting. Inmates transfer between facilities and programs making it difficult to track participants and their educational progress. Even the simplest and best designed data collection efforts take time, time that seems even more valuable when resources are tight. Computerized data collection, certainly the most efficient way to gather information on a routine basis, requires equipment and expertise.

Data collection does not have to be an overwhelming enterprise, however. A few pertinent data elements can go a long way toward providing program administrators with useful information. The up-front effort of establishing a system entails some time, energy, expertise, and money. Once established, the availability of information and the subsequent increase in efficiency far outweigh the effort and cost of establishing a system.

This section of the handbook presents the types of data elements that states and facilities should consider collecting about correctional education programs and participants. These data elements encompass all aspects of inmates' correctional histories, from intake to post-release, as well as selected social and demographic characteristics. As such, the data system that would result from collecting the suggested information goes beyond the needs of documenting correctional education program activity.

The system envisioned incorporates data elements that can be used for a variety of different purposes including:

- the management/administration of correctional education, as well as other types of programs (e.g., substance abuse);
- the monitoring of inmates' attendance and progress in different programs;
- the preparation of reports required by facilities and states; and
- the measurement of program effectiveness.

Correctional education data are gathered during three distinct phases of an inmates' correctional history: intake, incarceration itself, and post-release.

Intake Data Elements

During the intake process, information is collected that forms the foundation of any correctional education data system. Baseline data for all inmates, regardless of whether they participate in correctional education programs or not, are typically collected or assembled during an intake process. At this time, the inmate's criminal history is reviewed as well as his or her medical and educational background . In addition, inmates are usually given a battery of tests or interviews that are designed to assess their education and rehabilitative needs and to aid in the prescribing of rehabilitative programming. These data elements are among the easiest to gather yet they are central to ongoing program management and evaluation.

Social and Demographic Characteristics. A considerable amount of background information is gathered at intake. These background elements include the inmate's age, gender, race, and highest level of education completed. An inmate identification number is also assigned during intake.

Criminal History. The inmate's criminal history includes current and past arrests and convictions and is used to place inmates in appropriate programs. Furthermore, research has repeatedly demonstrated that prior criminal history is one of the strongest predictors of recidivism. Evaluators, therefore, will want to know as much as possible about the criminal records of program participants.

Medical History. Data should also be included on the inmate's medical history. From an evaluation perspective, information about substance abuse is important because it predicts recidivism. As programs attempt to determine whether their efforts reduce the likelihood of inmates returning to jail or prison, information on substance abuse is needed so that programs can measure the unique effect of correctional education programs upon recidivism rates after controlling for the effects of substance abuse. Mental health information also provides pertinent data that could effect educational placements and performance.

Testing. The testing that takes place at intake provides critical information for the placement of inmates in appropriate programs and serves as a baseline for measuring progress in programs. Many states have mandatory education requirements for inmates who fall below certain test scores or who did not attain specified levels of education.

Placement. Finally, data about the inmates' placements in programs should be entered into a correctional education data base at the time of intake. Such data elements provide facilities with information on what types of programs are needed

and where program dollars should be invested. If, for example, GED preparation courses are recommended for more inmates than there are available slots, programs may want to consider expanding that effort and possibly reducing resources to other programs for which there is less demand.

Exhibit 3 presents different types of intake information that might be included in a correctional education data system.

EXHIBIT 3

Intake Data Elements

Social and Demographic Inmate Characteristics
- Inmate Identifier
- Address at Time of Conviction
- Age
- Gender
- Race
- Marital Status
- Number of Children
- Highest Level of Education Obtained
- Employment at Time of Sentence
- Next of Kin (Name, Address)

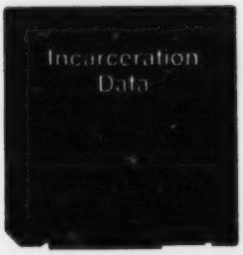
Medical History
- Medical Problems
- Substance Abuse History
- Communicable Diseases
- Mental Health Assessment

Criminal History
- Current Offense
- Current Sentence
- Number of Prior Arrest/Convictions
- Types of Prior Arrest/Convictions
- History of Incarceration

Testing
- Name of Test
- Date of Test
- Type (Subject Area) of Test
- Test Score
- Grade Equivalent

Placement
- Facility Placed In
- Required Programs
- Recommended Programs

Incarceration Data Elements



Unlike data gathered during the intake process, the data collected as part of an inmate's incarceration is ongoing and continuous. Incarceration data should document any and all aspects of an individual's incarceration history, including participation in different programs (education, rehabilitative, job assignments). The efficient and comprehensive recording of participation in correctional education programs will give programs the ability to quickly fulfill institutional reporting requirements with regard to the number of inmates who receive services in a given time period. These reporting requirements are often linked to funding from specific government programs (Chapter I, Adult Education Act). Other data elements can also be used for program and facility management. Some correctional education programs maintain waiting lists within their data systems. In addition to efficiently assigning students to correctional education programs, waiting list data can be reported to remind administrators and legislators of the continual demand for educational services. Another potential use of correctional education data systems is to provide administrators with assistance in monitoring inmate movements within the facility. Data systems may be programmed to issue passes or produce lists that indicate where prisoners are at different points in time.

Program Participation. These data can be used to justify the investment made in correctional education by clearly documenting the number of inmates who receive services. In addition to describing the number of participants, these data can describe participation across program types, highlight the number of program completions, and display other indicators of progress. These data can also be used for payroll purposes and parole hearings.

Testing. The testing that takes place during an inmates enrollment in correctional education is extremely important because results can be compared with intake test results. Gains can be displayed in reports, providing evidence of academic progress.

Other Program Participation. Additional information describing participation in other rehabilitative programs (substance abuse treatment, life skills, work assignments) can be used by programs to document an inmates overall progress. More important, information regarding participation in other programs can be used in post-release evaluation studies that measure the influence of rehabilitative programming on recidivism. Recidivism studies will be discussed in greater detail in Section 5.

Behavioral Information. Data documenting the occurrence of prison infractions should be collected and reported. Some programs have demonstrated that participation in correctional education programs contributes to a safer institutional environment.

The types of incarceration data elements that might be routinely collected and entered into a correctional data system are provided in Exhibit 4.

EXHIBIT 4

Incarceration Data Elements

Correctional Education Program Participation
- Name of Program
- Type of Program
- Instructor
- Attendance in Program
- Payroll Information
- Program Completion/Progress
- Program Separation

Testing
- Name of Test
- Date of Test
- Type (Subject Area) of Test
- Test Score
- Grade Equivalent

Other Program Participation
- Name of Program
- Type of Program
- Attendance in Program
- Program Completion/Progress

Behavioral Information
- Infractions: Date
- Infractions: Type

Medical Information
- Visits to Infirmary: Date
- Visits to Infirmary: Diagnosis

Cell Placement/Location

Program Waiting List

Post-Release Data Elements

While few correctional education data systems currently collect post-release information, every correctional education program should consider doing so. The funding of correctional education programs depends, to some extent, on the ability of programs to indicate whether or not correctional education reduces recidivism and contributes to other positive outcomes, such as employment. The administration and content of correctional education programs can also be influenced by the collection of information regarding program outcomes.

Post-release data elements are certainly more difficult to gather than either intake or incarceration elements. Since the individual is no longer in jail or prison, information on the inmate after release depends upon either the cooperation of parole or probation officers who are in touch with the individual, the use of staff to track former inmates' whereabouts and collect information from them, or the merger of other data systems with a facility's own correctional database.

Risk Factor Score. Different scales have been developed that combine various data elements to produce summary scores that represent the "risk" of committing another crime. Risk factor scales are typically weighted toward prior criminal behaviors but personal characteristics, such as age, are often included as part of the scale. Programs should consider reviewing various risk factor scales and including risk factor scores in their systems.

Release History. These data elements are very important to post-release evaluation studies. The release date provides the starting point for tracking the inmates' post-release behavior. Release outcomes (rearrest, reconviction, parole violation) are of paramount interest to corrections officials and program funders.

Release Employment. Post-release employment status and the level of earnings are also important to post-release evaluation studies. Section 5 will discuss post-release employment and earnings as an alternative measure to recidivism.

Additional Rehabilitation. Section 5 also discusses the need to account for other contributing factors when measuring recidivism. In addition, program officials should document the percentage of inmates who continue to pursue education after leaving correctional education programs.

Exhibit 5 presents the types of post-release data elements that programs might include in a correctional education information system.

EXHIBIT 5

Post-Release Data Elements

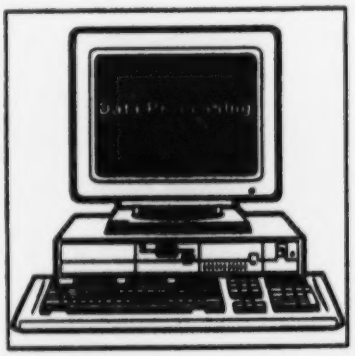
Risk Factor Score

Release History
Release Date
Release Status (Parole, Probation, Other)
Release Outcomes (Rearrest, Reconviction, Parole Violation)

Release Employment
Employment (Date and Type)
Earnings

Additional Rehabilitation
Participation in Education Programs (Date and Type)
Special Programs or Services

3 Processing Correctional Education Data



The most complete list of data elements and the best organized data collection effort become meaningless without a system that can handle data entry, data processing, and data reporting. All correctional education programs, whether in small jails in rural communities or in large state or federal prisons, have some type of system for collecting and reporting information on its inmates and program participants. The sophistication of these systems vary, however, from paper and pencil efforts that record and report very basic information to state-of-the-art networked computers that link all facilities in a state to a central office.

Given the current state of technology, the continually declining costs of computer hardware and software, and the growing need for reliable data on correctional education programs, the recommended data processing approach is certainly a computer-based one. This might consist of a stand-alone PC, a networked system of PCs, or a mainframe computer housed within the facility or in another office hundreds of miles away. The process by which a facility or state determines how it will collect, process, and report information is influenced by a range of factors, including finances, personnel, organizational requirements, and internal politics.

This section of the manual presents issues related to data processing that facilities should consider in developing a correctional education information system. It assumes that extensive planning is indispensable. Data systems should not be designed on an as-needed basis. Designers must take a systematic approach in constructing a system that utilizes data from the three primary sources described in the previous section. However, a good system must also be flexible to allow for changes as new needs and interests arise and as additional resources are identified.

Design Considerations

A number of factors should be considered when designing a system for processing correctional education data.

- *All potential users of the data system should be queried with regard to their information needs.* A data system that does not meet the needs of its users wastes time and resources. Furthermore, it is often difficult to collect information retroactively. Feedback and comments from potential users should be continuous during the design process. All potential data elements should be discussed and prioritized.

- *In addition to considering potential data inputs, systems designers should focus their attentions on desired outputs, specifically reports.* By asking the simple question "What do we need from the data system?," designers can work their way back to data inputs. Even with the best of planning, however, it is not possible to anticipate every potential report and data element that may be needed. Flexibility must be built into the system. A custom reports module that provides users with the capability of designing their own reports should thus be included.

- *The personnel requirements and editing procedures for data entry should be carefully examined.* Personnel available to do data entry need to be considered as well as the most efficient ways to enter the data into the system. Programs should consider whether they want to include various features that are programmed into the system, such as pop-up menus and internal edit checks to insure data quality.

- *System maintenance responsibilities should be clearly defined.* Despite the best planning efforts and the most qualified personnel, "bugs" will appear in the system and issues not considered prior to the development of the system will arise. Procedures and responsibilities for dealing with these issues should be included in the overall system design.

- *The amount of disk storage space that the system will require should be estimated.* Because of the continual flow of inmates, the amount of disk space needed can increase rapidly and influence overall system performance. Systems designers need to think about where the data will be stored (hard or network drives) as well as the amount of storage space needed. How often and when the data will be archived as well as back-up procedures in case of a system crash or hard drive failure should also be a part of the initial planning process.

- *The procedures for importing and exporting data from and to other systems should also be defined.* Section 5 will discuss the importance of conducting recidivism studies of former inmates. Data sources for these types of studies are often data bases from state and federal agencies. System planners should investigate accessing these data bases and define the procedures for integrating post-release variables into their correctional education data systems.

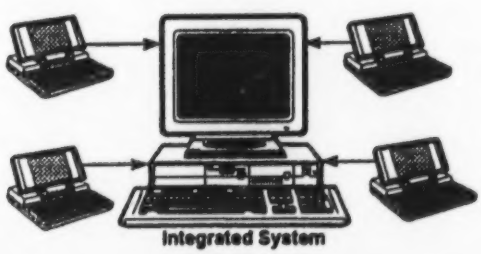
System Integration Issues

Should a correctional education data system function as a stand-alone system or be an integrated component of a larger corrections data system? The advantages and disadvantages of these approaches are discussed below. A stand-alone system is a data system that usually resides on one personal computer in the correctional education program, although it can exist on several computers with data records being appended to a central data base. Stand-alone systems can be contrasted with integrated systems in which education represents only one module of a corrections system (Exhibit 6). Each module

EXHIBIT 6

Advantages of A Stand-Alone System Versus An Integrated System

Stand-Alone System



Integrated System

- Control over the system
- Ease of upgrade
- Customization of reports
- Structured to meet hardware constraints

- Lower start-up and maintenance costs
- Linkage to other parts of corrections system
- Electronic collection of data
- More control over security

(education, inmate location, medical records, job assignments, etc.) comprises a different data base which is maintained by corrections officials. These data bases are typically located within a large mainframe computer or network server. Information in any one module can readily be linked to information in other modules.

One of the *advantages of a stand-alone data system* is the control programs have over the system. The system can be customized to fit the exact data processing needs of the correctional education unit. Upgrades to the system can be made to respond to immediate data processing needs. Reports can be customized to provide users with the information they need in the proper format. The data system may also be structured to meet the existing hardware constraints.

The *disadvantages of a stand-alone system* are many. The user has the burden of paying for both the hardware and the software. If staff do not have appropriate experience with data system design, resources will be wasted and the system may need to be redesigned. Stand alone systems require maintenance and upgrading. Not only are funds required for these activities, but qualified personnel are also necessary. Security is also a concern. Stand alone systems are sometimes viewed with suspicion by officials or administrators who want to maintain total control and security over any system that resides within their institution.

The *advantages of an integrated system* start by removing the burden of paying for and maintaining the system from correctional education programs. In addition, being part of an integrated system makes linking to other parts of the corrections system easier. Some integrated systems have the capability to electronically collect the relevant data, thereby freeing correctional education personnel from the responsibility of entering data.

There are several *disadvantages of integrated systems*. The fact that they are designed and maintained by personnel who have different needs and agendas than some of the system users is one disadvantage of this type of system. For example, corrections officials may only require basic statistics regarding program participation while correctional education personnel may desire more detailed information. While larger corrections data systems may have the resources to design or maintain a correctional education data system, larger systems may also be constrained fiscally from providing the full range of information and reports that correctional education program administrators need.

The Record Identifier

The inmate identification number is the key variable in a correctional education data system.

From a data management perspective, the inmate identification number is the key data element. It allows linkage with other data systems and is invaluable for linking with state and federal data bases upon post-release. Because two or more inmates can have the same name, it is necessary to have a unique identifier for each inmate so that all information relating to an individual can be accurately attributed to him or her.

While many information systems use an individual's Social Security Number as an identifier, correctional education data systems often use a Department of Corrections (DOC) identification number. The DOC identifier is the primary identifier for other data systems that operate within an institution. The primary disadvantage to the DOC identifier is that recidivating inmates are often assigned new DOC numbers each time they enter the corrections system. Prior information regarding the inmate's past correctional education history (program participation, testing results, demographic information) cannot be easily retrieved when a different DOC number if assigned.

A secondary disadvantage is that the DOC identifier may be of little use when trying to link to other data bases, particularly parole and/or probation data bases that could be used in recidivism studies. One strategy is to include multiple identifiers in the correctional education data base. This requires additional data entry time, but the system will have more flexibility when linking with other data bases. A second alternative is the fingerprint identification number that is used by some corrections systems. While some consider this identification methodology to be underdeveloped and unreliable at this time, others see this as the only unique identifier available in a correctional setting.

Security Issues

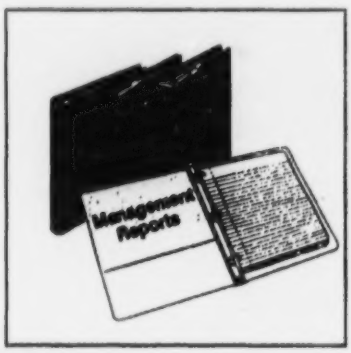
Security issues for data systems are built around the premise of protecting information that should remain private by restricting access to sensitive information. Section 2 presents a variety of data elements that should be entered correctly and efficiently into a correctional education data system. However, the key question here is who assumes the responsibility for data entry. Teachers and administrators in correctional education programs are often overburdened simply providing services to inmates and may resent the extra

assignment of data entry. Inmate clerks are a ready source of labor and may benefit from working with advanced data systems.

However, most correctional education systems do not allow inmates access to their data systems. Some correctional education data, particularly testing results, are considered too sensitive for fellow inmates to access. In addition, many correctional facilities have integrated networks with links to other data bases and systems that reside outside the facility. Security concerns by wardens and state-level corrections officials have resulted in policies that do not allow inmates access to correctional data systems.

One option for resolving the conflict between data entry needs and security issues is to design a system with different access levels. Non-sensitive data (background characteristics, program enrollments, attendance) could be entered by inmate clerks who do not have access to more sensitive information. In addition, systems should be designed with other security devices. These include default screen savers that require a password. Passwords should automatically change every 90 days and users should be restricted from using previous passwords.

4 Reporting Correctional Education Data



Reports are the payoff or reward of a correctional education information system. Required reports can be generated efficiently; program administrators can determine where their resources and efforts should be spent; individual inmate records can be retrieved quickly.

Reports serve three primary functions. First, they are used for **program management**. Reports which monitor inmate needs for services can be used to allocate resources effectively. Second, reports are used for **program accountability**. By producing reports which document the number of inmates receiving services and the educational gains of those inmates, program administrators can demonstrate that they are providing services to those who need it. Finally, reports can be used for **program evaluation**. (The use of correctional education data systems for program evaluation is discussed in detail in Section 5.)

The most useful reports should be compact, concise summaries of relevant data that are designed so that a wide array of users, including those unfamiliar with correctional education programs, can intuitively identify and understand the information that is being displayed. The purpose of this section is to suggest different types of reports that correctional education programs might use and to present both sample formats and examples of reports currently being produced by correctional education programs.

Different Types of Correctional Education Reports

There are several different types of reports that should be considered for any correctional education information system. These types of reports include:

State or Facility Level Reports —These are reports that summarize pertinent information for all correctional education participants within a particular facility or jurisdictional area (state or county). They provide an overview of the key program performance indicators as well as relevant descriptive information. Because these

reports summarize program information, they are of interest to a non-correctional education audience (institutional administrators, legislators who vote on funding). Examples of two different reports summarizing correctional education data at the facility level are presented in Exhibits 7 and 8.

EXHIBIT 7

Sample Facility Report: Correctional Education Profile

Correctional Education Profile

Facility Name: _____ **Date:** _____

Facility Population: _____

Student Characteristics

Race	Number	% of Total	Age	Number	% of Total	Highest Grade Completed	Number	% of Total
Asian			Under 18			1-4		
Black			18-20			5-7		
Hispanic			21-24			8-15 H.S.		
Indian			25-29			H.S.		
White			30-34			Post H.S.		
Other			40-44					
			45-49					
			50-54					
			55-59					
			60 and Over					

Student Enrollment	Number Enrolled	Number on Waiting List
GED/ABE		
Vocational Education		
Total Enrollment		

EXHIBIT 8

Sample Facility Report: Student Performance Profile

Student Performance Profile

Facility Name: _____ Date: _____

Facility Population: _____

Number Enrolled

GED Results	Number Tested	Number Passing	Percent Passing
Writing Skills			
Social Studies			
Science			
Literature and Arts			
Mathematics			
Total			

Percent Passing 1st Time:

Vocational Certificates	Number Enrolled	Number Completed	Certificates Awarded
Automotive			
Masonry			
Data Processing			

Inmate Profiles — The reports displayed in Exhibits 9 and 10 provide descriptions of program participants. They are very useful to instructors and program administrators. The intake profile (Exhibit 9) can be used by staff to assign an inmate to an appropriate program. The inmate program history (Exhibit 10) displays a record of the inmate's participation in correctional education. They are designed to provide concise one page summaries of different aspects of an individuals involvement in correctional education. Because inmates are frequently tested and test results sometimes determine program placement, there should be a separate report (Exhibit 11) which documents that inmate's test history (type of test, test date, test score).

EXHIBIT 9

Sample Facility Report: Intake Profile

Intake Profile

Date: _____

Name: _____ DOB _____ Race _____

ID: _____ Age _____ Sex _____

Primary Offense Sentence Min:
Max:

Education
Highest Grade Level Completed ____

Test Assessment

Type	Subject	Level	Score	Grade Equivalent

Program Needs
ESL
Mandatory Education
Drug and Alcohol Counseling
Life Skills
Education
Vocational Education

Recommendations:

EXHIBIT 10

Sample Facility Report: Inmate Program History

Inmate Program History

Name: _____ Date: _____
ID: _____
Age: _____ Race: _____ Sex: _____

Currently Enrolled: Y/N
Date:

Program History

Program	Start Date	End Date	Reason for Separation

Current Objective/Goals

_____
_____
_____

EXHIBIT 11

Sample Facility Report: Inmate Test

Inmate Test History

Name: _____ Date: _____
ID: _____

Test History

Date	Test	Level	Subject	Score	Grade Equivalent

Rosters — The most common type of roster produced by a data system is the class list (Exhibit 12) which includes the name of the class, the instructor, names of the participants, and the participant identifier. Other lists that could be produced include the student class listing (each class that the student is enrolled in), and a listing by program type (ESL, GED, vocational education). Like inmate profiles, these listings are used in the daily operation of correctional education programs.

EXHIBIT 12
Sample Facility Report: Class Roster

Class Roster

Class:_____ Instructor:_____

Student Name	Identification Number
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Missing Data Report — Many systems include reports that list data elements that should be entered into the system but are not, whatever the reason might be. These reports can be used by program administrators to remind system users to submit or enter data elements. This type of data management report is extremely valuable because it helps to insure that the data in the system are current, accurate, and available.

Sample Correctional Education Reports

Appendix A contains actual reports that are currently produced by correctional education systems. The first report, used by the state of Maryland, concentrates on describing the number of program participants. The student data, listed under School Student Profile, lists the total population for both the entire facility and the correctional education program. Other pertinent data, including the cost per student and the number of students on the waiting list, are also presented. After presenting student and staff totals by ethnicity, various types of student participation data are displayed.

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Average daily attendance is listed, including the percentage of absences due to program closures. The latter category documents the amount of instructional time that is lost to institution "lockdowns." On page two of the report, student participation is also aggregated by program type and by different types of federally funded programs.

After presenting participation data, the report presents student performance data. The performance indicators include passing rates for the GED and the number of program completors for vocational courses. In summary, this report presents a broad array of data that can be easily understood and interpreted. In addition to describing the number of inmates that are receiving services, the report also displays information that is beneficial to the programs, including demand for services (number on the waiting list) and program achievements (passing rates, certificates awarded).

This report, which presents an overview of correctional education, is intended for distribution to a varied audience. There is an institutional letterhead on each page and the institution name is featured in bold in the top left hand corner. The various subject areas (School Staff Profile, School Student Profile, etc.) are also bolded, indented, and boxed so that the eye can quickly scan the page and locate the relevant information.

The second institutional-level profile is from the state of Pennsylvania. This two page report presents non-correctional education data on the first page and educational data on the second or back page. The education data elements present the educational characteristics (grade completed, IQ, test scores) of the inmates. All test scores are converted to grade level categories. The report also presents the estimated educational and vocational needs of the inmates. Subject areas are boxed with the centered titles and the data lines are alternately shaded.

The third report is an inmate profile from the state of Maryland. Individual reports are generally used by personnel within the institution and do not have the wide audience of institutional-level reports. Nevertheless, subject areas are separated by bolded, centered, titles. These areas include Program Data, Program History, and Test History.

Advanced Reporting Techniques

The reports that are described above are designed to satisfy recurring information needs. Because these needs occur on a regular basis, these reports are programmed into data systems and can be easily executed by system users. However, correctional education program directors are frequently asked to produce analytical reports that are not pre-programmed in their data systems. When designing a reports module in their data system, program directors should consider building a certain

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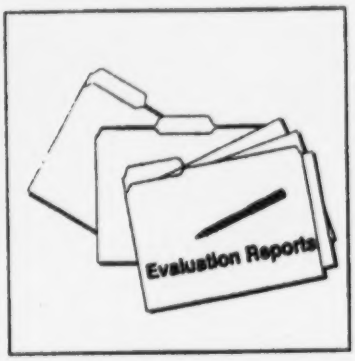
degree of flexibility into their systems. This will allow them to manipulate the data in their systems and meet *ad hoc* requests for information. The following reporting techniques can be utilized when responding to these types of requests.

Tables — Many data systems have reports that produce frequency listings or tables that cross tabulate two variables. Race and gender are two variables that are frequently cross tabulated with program enrollments, program completions, etc.

Filters — Advanced reporting systems often have an option that allows the user to filter the records that are included in a report or listing. The user may stipulate that the report include, for example, only ESL students, or only students above the age of 21. Filters are a valuable tool for responding to *ad hoc* requests for information.

Custom Reports — Another useful tool is the ability to manipulate data files and quickly design a new report that meets an *ad hoc* request for information. The ability to construct custom reports can be programmed into correctional education data systems. However, it is usually easier and less expensive to purchase menu-driven software packages that manipulate data files and produce user-specified reports. It should be noted that these packages, while user-friendly, require a minimal level of programming expertise.

5 Evaluating Correctional Education



How does correctional education work? Does it improve the skills of inmates and result in employment once released? And most importantly to policymakers and the public, does correctional education reduce the likelihood of its participants committing crimes once released and returning to prison?

Research addressing these questions is limited and inconclusive. As long as resources remain tight and other programs competing with correctional education can demonstrate results, correctional education will suffer. Evaluating correctional education, or any other type of program offered to inmates, is not an easy task nor is it inexpensive. Recidivism, the rate at which released prisoners return to jail or prison, can be difficult to measure. Measuring recidivism requires some type of follow-up effort and needs to allow for a sufficient period of time to elapse between release and possible return. It also requires devoting resources to individuals who are no longer being served by the facility. However, correctional education programs cannot be discouraged by the difficulties of measuring recidivism.

This section of the handbook describes the components of good evaluations of correctional education programs. While it focuses heavily on recidivism studies, it also considers other potential outcomes that program administrators and evaluators might find useful. While these other outcomes are not as powerful measures as recidivism, they nonetheless provide some information regarding behavioral changes that may be related to recidivism.

Recidivism: The Ultimate Measure of Success

The public's desire to reduce the economic and social costs associated with crime and incarceration has resulted in an emphasis on recidivism as a measure of program effectiveness. While few would deny either the intrinsic value of education or the significance of other outcomes, correctional education's ability to keep individuals from re-entering the criminal justice system will ultimately win or lose supporters and funding.

Measuring recidivism requires considerable planning and commitment. A good recidivism study rules out the possibility that other factors (e.g., participant characteristics, participation in another program, post-release support activities) explain the observed outcomes. A good recidivism study includes some type of comparison or control group so that comparisons can be made between those who participate in correctional education and those who do not.

Below, several issues that should be considered when designing and implementing recidivism studies are discussed.

Issue #1: How Do You Measure Recidivism?

A review of the research on recidivism reveals a variety of different ways to define and measure this concept. Three different measurement dimensions need to be considered: the precipitating event, the element of time, and the facility.

The **precipitating event** refers to the activity that ultimately determines whether or not a former inmate is considered a recidivist. Some research uses the revocation of parole as the precipitating event, other studies use rearrest, and still others use reconviction. Some studies have also examined whether the seriousness of the crime for which the individual was reconvicted was greater or lesser than the previous conviction.

The second measurement dimension is the length of **time between release from prison and the precipitating event**. Obviously, the longer the period of time between the release and return dates, the greater the likelihood that former inmates will have recidivated. Some evaluations have used six months as an initial cutoff after release while others go indefinitely. Most evaluations limit the time period being examined; one to two years after release is a reasonable length of time to use.

Three Dimensions of a Recidivism Measure

- ***Precipitating event***
- ***Time between release and return***
- ***Readmitting facility***

The third measurement dimension that needs to be considered in measuring recidivism, if the precipitating event determining recidivism is violation of parole or reconviction, is the **facility to which the individual returns**. If programs are only interested in determining whether former inmates return to the facility from which they were released, data collection becomes relatively easy. This means that the program does not need to link their records to those of other prisons or systems within the state or elsewhere in the nation. However, limiting definitions of recidivism to a single facility can produce misleading results. State-level data systems provide ready access to information across facilities and thus eliminate the problems of tracking rearrests or

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reconvictions that occur in different locations across the state. In addition, there are federal databases that contain arrest information.

Issue #2: How Can You Be Sure that Your Results Can Be Attributed to Correctional Education?

Any study that attempts to measure the effects of a particular treatment on its participants must confront two interrelated methodological problems. One is the possibility that those who participate in the program being examined possess certain characteristics that make them more likely to participate than those who do not. Thus, it could be those participant characteristics that are related to the observed outcomes and not the program itself . This is generally referred to as "self-selection" bias. The other problem is the possibility that other factors, such as participation in another type of program, are producing the evaluation results. Addressing both of these problems will provide some assurance that the evaluation outcomes are truly the result of participation in correctional education.

Self-selection bias can produce outcomes that result from characteristics of the participants and not participation in correctional education.

Whenever participants of correctional education programs show lower recidivism rates than nonparticipants, the question of self-selection bias can be raised. Cynics, as well as sophisticated statisticians and methodologists, might argue that it is not participation in correctional education that is lowering recidivism rates. Instead, correctional education participants are less likely to recidivate because of certain characteristics they possess prior to program entry. As an extreme example, one might realize that those who participated in correctional education are less likely to have substance abuse problems than those who did not participate in these programs. Can the lower recidivism rate of correctional education participants be attributed to education gains or is it the case that their lower rates of substance abuse is what really reduces the recidivism rates of this group?

When confronting the possibility of self-selection bias, evaluation designs have several options. The ideal solution for eliminating self-selection bias is a procedure commonly referred to as "random assignment." Under this system, some inmates are randomly assigned to correctional education (the treatment group) while others are not assigned to correctional education (the control group). By randomly assigning inmates to these two groups, the problem of self-selection bias is theoretically eliminated. However, correctional education, as well as many other social service programs, has been reluctant to employ this methodology for several good reasons. In some states, correctional education is mandated for inmates who do not meet certain stated requirements; thus inmates, by law, must be assigned to these programs. Even when there are no mandates or requirements, program officials often believe that those who want to participate in a program should be

given every possible opportunity. Finally, there is always the possibility of litigation because some inmates were provided certain opportunities or privileges that others were not.

There are several alternatives to random assignment that are frequently used in many different evaluations. One alternative is to use an inmate control group. Participants (those who are enrolled in correctional education programs) are matched with nonparticipants (those who are not enrolled in correctional education programs) on a number of characteristics that could potentially affect the outcome (recidivism). Some of these factors might be age, highest level of education attained, number of prior convictions, and prison behavior indicators. The two groups would "look alike" with one major exception: inmates in one of these groups participated in a correctional education program and inmates in the other group did not.

Another technique that provides a ready-made comparison between a group of program participants and a group of nonparticipants is available to facilities that have extensive program waiting lists. Unless inmates are assigned to programs on the basis of criteria that result in major differences between program participants and those who are placed on waiting lists, the outcomes of these two groups can be compared. This technique assumes that not all of those on a waiting list are actually placed in programs before they are released from the facility.

Recidivism studies of correctional education participants must rule out the possibility that other factors may explain the observed outcomes.

There are also other possibilities for comparing participants in correctional education to others who did not participate. The recidivism of correctional education participants can be compared to the recidivism of participants in other types of programs, an institution-wide recidivism rate, or a state-wide recidivism rate. The prior recidivism histories of inmates can be used to determine whether program participants stay out in the community longer after they have been in correctional education programs. And as pointed out earlier, some studies have attempted to determine whether the severity of the crimes before and after participating in correctional education change.

All of these efforts attempt to eliminate the possibility that something other than participating in correctional education programs might be producing the observed outcome, whether it is positive or negative. Other prison experiences with potentially positive "treatment effects" need to be ruled out as well as personal inmate characteristics that might predispose an individual toward crime or rehabilitation. And there is always the possibility that a combination of rehabilitative-oriented programs, including correctional education, is the strongest predictor of success.

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A note on statistics: There are almost as many statistical procedures and approaches that can be employed to analyze recidivism data as there are measures of recidivism. The choice of appropriate statistical measures is certainly beyond the scope of this handbook. At a minimum, if correctional education program staff do not have access to in-house statisticians (and many states do have research and evaluation units with staff trained in research methodology and statistics), they should consider looking to their local university or to other outside consultants for statistical assistance. Graduate students in search of thesis data, for example, may be willing to volunteer their time in exchange for data.

Issue #3: How Do You Collect Information about Inmates Once They Are Released into the Community?

There are a variety of resources for collecting post-release data. Because of the difficulty of collecting post-release data and problems of reliability with some data sources, program officials should consider a multi-faceted approach for collecting information on inmates after they are released. First, there are a number of state and federal databases that contain arrest information. Program officials should plan to access these data when designing their data systems and evaluating their programs. Second, parole officers should be contacted on a regular basis to obtain information about those inmates released to their supervision. However, because parole officers are often overburdened, have poor record keeping systems, and are viewed, at times, with hostility by former inmates, program officials should attempt to use their own staff to contact inmates regarding their post-release experiences. Program staff often have good relationships with their former student inmates.

When collecting post-release data, program officials should collect information beyond rearrest and reconviction. Specifically, data regarding additional education and training, as well as other services received, are needed to determine whether it is correctional education or other factors that produces any observed outcomes.

Issue #4: What Do You Do If Your Results Indicate that Correctional Education Does Not Reduce Recidivism?

Program administrators who have invested considerable energy in developing correctional education programs and those who have funded these programs hope to learn that their efforts benefit both the participants and the larger society. But what happens when evaluation results indicate that correctional education has no impact, or possibly a negative impact, on recidivism? First and foremost, don't panic! Clearly, evaluating a program like correctional education is a complex undertaking. If results do not indicate what is expected, several steps should be taken to ensure that the results are accurate:

- *Reconsider the evaluation design.* Given the variety of factors that can contribute to an outcome such as recidivism, it is entirely possible that some other data elements need to be considered.

- *Examine the measures of correctional education used in the model.* How correctional education is defined and operationalized might affect results. Simply considering participation in correctional education, for example, may not be enough. It may be necessary to include progress in the program (e.g., changes in test scores, completion of program) or other information about program content, presentation, etc.

- *Examine the measures of other data elements included in the model as well.* How other components of the model are defined and measured may also need fine tuning. Sit back and think about what you believe is being measured in relation to the definition of the data element that is measuring it.

- *Consider other statistical approaches.* As noted, the range of statistical techniques that can be used in evaluation efforts is wide and beyond the scope of this handbook. Using an inappropriate statistic, however, can mask results. Review findings with a colleague or someone who is trained in statistics.

- *Most importantly, try again.* Do not assume that there is only one way to design an evaluation and to analyze the results. If you have reason to believe that the findings either are inaccurate or do not capture what is occurring, conduct another evaluation.

Of course, it is possible that the evaluation results which indicate that correctional education has little or no impact on recidivism or other outcomes are accurate. At this point, program administrators need to consider ways to improve the program itself and then re-evaluate its impact.

Other Measures of Program Success

Despite the fact that a reduction in recidivism is, in many ways, the most powerful and desired correctional education program outcome, other measures of impact might also be examined either in addition to or as an alternative to recidivism. Many of these other outcome measures could provide possible explanations as to why correctional education might reduce recidivism. If it can be demonstrated that this is indeed the case, these measures can be considered proxies for recidivism. These other measures are summarized below.

Academic Gains. Why might correctional education reduce recidivism? Possibly because skills obtained in classes provide opportunities for inmates that they may not have had without these classes. Measuring changes in test scores at different points in time tracks progress and provides an indicator of what skills inmates are obtaining. This measure is relatively easy to obtain yet it provides important data both in and of itself and as a potential factor for explaining why correctional education might reduce recidivism.

Behavioral Changes. Several different types of behavioral changes might result from participation in correctional education. *Prison infraction incidences*, for example, can be monitored to determine whether correctional education participants receive fewer infractions than other inmates or whether they receive fewer infractions than they themselves did prior to taking courses. In some programs, this measure is not as meaningful as it might be in others since inmates who violate prison rules are automatically dropped from programs.

One facility has collected data on inmates' *use of medical services* and determined whether this use was appropriate or inappropriate. Inmates in correctional education programs were somewhat less likely to use medical services inappropriately than those who were not in these programs. The use of other types of prison services can also be measured and examined to see if their usage is related to participation in correctional education.

Early Release Savings. Some correctional education programs offer as an incentive to participants early release from jail or prison. The amount of money saved by releasing inmates earlier than originally scheduled can be calculated by simply multiplying the estimated cost per day of incarceration by the number of days released early.

Employment and Increased Earnings. Post-release employment and the earnings that go along with employment are yet another possible outcome of correctional education participation. Employment and earnings are also another factor that could explain the link between correctional education and recidivism. Obtaining information on employment and earnings is not a simple task, however. It requires follow-up once the individual is released and possibly linking to other data bases.

A Final Thought: Don't Be Intimidated!

Evaluating correctional education programs is a complex undertaking. It requires planning, resources, commitment, and patience. Yet it needs to be done.

In this section, several issues related to conducting evaluations are described. It may seem like an overwhelming endeavor, one that simply

cannot be undertaken with available staff and resources. Very few, if any, programs will be able to design and conduct an evaluation that accounts for all of the factors discussed above. Evaluation efforts can be developed in a step-by-step fashion, beginning with simple outcome measures and adding others over time. Evaluation efforts can also begin with a small group of inmates so that procedures and measures can be tested. Evaluation efforts can build upon existing data already gathered and can tap a variety of resources that can assist you (See Exhibit 13). Programs have to begin somewhere and it is better not to wait until the day when maximum resources and staff are available to undertake the ideal evaluation.

EXHIBIT 13

Possible Resources for Evaluation

Need help with Evaluations? Consider . . .

- Contacting your local college or university
- Using a graduate student looking for an interesting project
- Inquiring among your staff (untapped skills abound!)
- Getting in touch with other facilities that have conducted evaluations
- Training inmates to do data entry (if permitted) or programming
- Locating businesses willing to donate time and possibly equipment
- Obtaining volunteers from the community

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APPENDIX A

MSPP

Md State Department of Education
Career Technology & Adult Learning
Correctional Education

...ool Performance Plan for Correctional Education

Roxbury Correctional Institution

Hagerstown,MD

January , 1996

Facility Description: This is a medium security facility destined for excellence. Vocational programs are provided in Building Maintenance, Drafting, Masonry, and Automechanics.

School Staff Profile: Total Teachers: 26 Prov: SPC: 1 APC: 22 Doctorate:
Principals: 1 Richard Hawkins Librarians: 1 Secretaries:
Average Staff Age 51 Male Staff: 14 Female Staff: 12 Yrs. Correctional Ed Experience 12

School Student Profile: Total Population of Facility: 1,806 School Population: 339
Average No. on Waiting Lists - Academic: 102 Vocational: 106 Average Length of Stay:
No of Slots Available - Academic: 209 Vocational: 109 3.0 YRS.
No. of Volunteer Hrs: 200.0 Cost per Student: 234.99
Scheduled hours of Instructional Day: 6.5

Ethnicity:	Entire Facility	Schools Shops	MSDE Staff	DOC Staff
White:	567	71	27	111
Af Am:	1234	251		2
Hispanic:	2	1		4
Other:	3	16		1

Student Participation Data: (Average Daily Student Attendance)

	# Present	Assigned	% Present	% Excused	% Unexcused	% Absent due to Prgm Closures
All Prgms:	56	90	62.2	4.3	2.4	28.0
Academic:	58	92	60.9	4.2	2.7	29.6
Vocational:	55	87	63.2	4.4	2.0	25.8

	# Entered (Unduplicated)	# Released	# Transferred	# Removed by Reason: Institutional	Lack Progress	Rule	Voluntary
Under 21:	20			3			
Over 21:	147	1		17	2	2	6

Md State Department of Education
Career Technology & Adult Learning
Correctional Education

Nancy S. Grasmick
State Superintendent of Schools
Katharine Oliver
Asst State Superintendent
John Linton
Director of Correctional Education
Guy Duree
Field Director
Richard Hoehler
Principal

Roxbury Correctional Institution

Hagerstown,MD

January 1996

Student Participation Data : (continued) (Programs by funding source)

	# Students Served	Male	Female	Average Class Size
State Sponsored (total) :	380	380		13
ABE :	153	153		9
GED :	129	129		16
Vocational :	98	98		16
Federally Funded (total):	65	65		9
Special Ed.:	5	5		2
Chapter 1:	26	26		26
Basic Literacy:	34	34		

STUDENT PARTICIPATION DATA : (continued) (Inmate Workers and Other Demographics)

Total Student Count : 375 **Unduplicated Student Count :** 375 **Total Inmate Workers:** 81

No. of Post Secondary Students : **# Students Enrolled in Volunteer Programs:**

No. of Education Clerks : 3 **Classroom Tutors & Aids** 63 **Library Aids:** 15

STUDENT PERFORMANCE PROFILE : (TABE Results in Grade Equivalents)

	Total Enrolled	Total Tested	** Total Achieving minimum Standards for advancement	% Achieving minimum standards
Adult Literacy and Life Skills Program :	230			
Ged Program:	105	10		

MARYLAND ADULT PERFORMANCE PROGRAM (MAPP)

	No. Taking	No. Passing	% Passing	Yr. to Date Passing
Locator:	55	55	100.0	204
Pre-Test:	56	20	35.7	62
Post-Test:	9			70

MANDATORY EDUCATION: Year to Date Totals

Total Enrolled	Total Completed	Continued After 90 Days	Not Completed
298	163	93	135

47

MSPP

Md State Department of Education
Career Technology & Adult Learning
Correctional Education

The Md School Performance Plan for Correctional Education

Nancy S. Grasmick
State Superintendent of Schools
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Asst State Superintendent
John Liston
Director of Correctional Education
Guy Bowe
Field Director
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Principal

Roxbury Correctional Institution

Hagerstown,MD

January 1996

GED RESULTS:

	Number Taking	Number Passing	Avg Passing Score	Percent Passing
Writing Skills :				
Soc. Studies :				
Science :				
Lit. & Arts :				
Mathmatics :				

Total Taking : **% Passing :** **Diplomas Issued :** **1st Time :**

State Pass Rate : **Average Passing Score on GED :** **Retakes:**

Vocational Results :

No Passing Final Grade Levels Target of Completions : 95.0

75 % Level : 95 % Level : 2

85 % Level : 4 + 95 % Level :

CIP	Course Name	Number of Students Enrolled	Number of Completions Current	(Target: 95% Avg. Course YTD	Grade	Md Certificate Comp	Md Certificate Full Completion	Trade * Certified
47-06042	AUTOMOTIVE SHOP	15	1	1	84.0		1	
46-01012	MASONRY SHOP	15	5	3	55.0		3	
46-04012	BLDG. MAINT	15	5	2	81.0		1	
52-04082	BUS. DATA PROC.	15	3	1				
52-12012	BUS. DATA PROC.	14	1	1	1.0	1		
	DRAFTING SHOP	14	2	3	89.0		2	

* Certified by Outside Source ASE ABC etc.

Roxbury Correctional Institution

Hagerstown,MD

January 1996

FACTORS AFFECTING DATA : *		Hours	% of Instructional Time
Potential Hours of Instruction (All Prgms Open):		30,104.5	100.0
MSDE Closings :	Teacher Approved Leave :	2,519.0	8.4
	Other Earned Leave :	3,639.5	12.1
	LAW :		
	Maintenance :		
	In Service Training :		
	Teacher on other duties :		
DOC Closings :	Commissary :		
	Emergencies :	2,974.0	9.9
	Officer Shortage :		
	DOC Req Ed Staff Training :		
	Tactical Squad Training :		
Actual Hours of Instruction Provided :		20,972.0	

* Data based on Student Hours of Instruction .

Scheduled Hours of Instructional Day :

Actual Hours for Instruction per Day :

LIBRARY SERVICES

SYSTEMWIDE PERFORMANCE MEASURES

Average Hours Library Open : 5.0

Actual Hours Library Open : 6.0

Library Hours : 8:00 - 11:00 am 12:00 - 3:00 pm

Required Hours Open : 6.0

LIBRARY PATRON USAGE

Patrons :		Data Base :	
Inmate Library Visits (total for month) :	950	In System :	661
Inmates Served Via Remote Means :	47	Added :	25
Inmates Registered For Bar Codes :	30	Deleted :	25

MATERIALS USAGE

	Mobile	Non-Mobile
Circulation:	18	1575
Reference:	7	75
In Library:		

FILL RATE - REFERENCE QUESTIONS: # of Requests : # of Filled Requests : RATE :

COLLECTION DEVELOPMENT : Added: Weeded: In Collection End of Month:

NETWORK RESOURCE USAGE

Md Interlibrary Organization: Correctional Education Libraries:

Legal Assistance to State Institutions: Information Highway: Other:

Library for the Blind & Physically Handicapped: University of Md Catalogues:

Pennsylvania Department of Corrections

SCI Mercer Education Profile

Inmate Population by Offense

Offense	Number	% of Total
Part I	325	33.7%
Part II	279	29.0%
Parole Violators	360	37.4%

Inmate Population by Custody Level

Custody Level	Number	% of Total
L1	22	2.3%
L2	570	59.1%
L3	152	15.8%
L4	17	1.8%
L5	1	0.1%
Not Classified	202	20.9%

Age Profile

Age	Number	% of Total
Under 18	0	0.0%
18 - 20	3	0.3%
21 - 24	60	6.2%
25 - 29	171	17.7%
30 - 34	203	21.1%
35 - 39	184	19.1%
40 - 44	148	15.4%
45 - 49	93	9.7%
50 - 54	50	5.2%
55 - 59	29	3.0%
60 - 64	13	1.3%
65 and Over	10	1.0%
Unknown	0	0.0%
Average Age	**36**	

Race Profile

Race	Number	% of Total
Asian	1	0.1%
Black	414	43.0%
Hispanic	57	5.9%
Indian	2	0.2%
White	487	50.5%
Other	3	0.3%

Inmate Population by Minimum Sentence Length

Minimum Sentence Length	Number	% of Total
Under 1	115	11.9%
1 - 2	265	27.5%
2 - 3	196	20.3%
3 - 5	271	28.1%
5 - 10	93	9.7%
10 - 20	24	2.5%
Over 20	0	0.0%
Life	0	0.0%
Execution	0	0.0%
Unknown	0	0.0%
Total	964	
Average Sentence Length		41.11

Inmate Population by Maximum Sentence Length

Maximum Sentence Length	Number	% of Total
Under 2	0	0.0%
2 Only	32	3.3%
2 - 5	308	32.0%
5 - 10	438	45.4%
10 - 20	154	16.0%
20 - 30	20	2.1%
30 - 40	10	1.0%
40 - 50	2	0.2%
Over 50	0	0.0%
Life	0	0.0%
Execution	0	0.0%
Unknown	0	0.0%
Total	964	
Average Sentence Length		106.56

Part I: Murder, manslaughter, homicide by vehicle, forcible rape, robbery, aggravated assault, burglary, theft/larceny, and arson.
Part II: Other assaults, forgery, fraud, receiving stolen property, weapons, drunken driving, prison breach, kidnapping, statutory rape, deviate sexual intercourse, other sex offenses, narcotic drug laws, and others.

Data Source: PA Dept. of Corrections Inmate Records System, February 29, 1996

Prepared by: Lisa Matteson -- PA Department of Corrections Office of Planning, Research, and Statistics

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Pennsylvania Department of Corrections

Inmate Grade Completed

Grade Completed	Number	% of Total
Grade 1 - 4	6	0.9%
Grade 5 - 7	22	3.2%
Grade 8 - 12	590	85.7%
Over Grade 12	70	10.2%

Inmate WRAT Scores - Reading

Reading WRAT Scores	Number	% of Total
Under Grade 5	136	23.2%
Grade 5 - 7	136	23.2%
Grade 8 - 12	311	53.1%
Over Grade 12	3	0.5%

Inmate WRAT Scores - Math

Math WRAT Scores	Number	% of Total
Under Grade 5	129	19.1%
Grade 5 - 7	305	45.1%
Grade 8 - 12	241	35.7%
Over Grade 12	1	0.1%

Inmate WRAT Scores - Spelling

Spelling WRAT Scores	Number	% of Total
Under Grade 5	242	37.5%
Grade 5 - 7	187	29.0%
Grade 8 - 12	215	33.3%
Over Grade 12	1	0.2%

Inmate Educational Needs

Educational Needs	Number	% of Total
High School and/or Beyond	528	67.3%
Grade 8+ (Did Not Graduate	228	29.1%
Grade 4 to 7	21	2.7%
Grade 1 to 3	5	0.6%
Special Education	2	0.3%

Inmate IQ Scores

IQ Scores	Number	% of Total
0 - 50	0	0.0%
51 - 60	14	2.0%
61 - 70	19	2.8%
71 - 80	87	12.7%
81 - 90	181	26.4%
91 - 100	161	23.5%
101 - 110	144	21.0%
111 - 120	65	9.5%
121 - 129	14	2.0%
130 & Over	1	0.1%

Inmate Drug/Alcohol Needs

Drug/Alcohol Needs	Number	% of Total
No Substance Abuse	146	18.6%
Needs Educational Programming	169	21.6%
Needs Self-Help	80	10.2%
Needs Individual Counseling	185	23.6%
Needs Therapeutic Community	204	26.0%

Inmate Vocational Needs

Vocational Needs	Number	% of Total
No Skills	18	2.3%
Unskilled Laborer	411	52.4%
Semi-Skilled Laborer	228	29.1%
Skilled Worker	105	13.4%
Skilled Certification	22	2.8%

Inmate Problem Areas

Problem Areas	Number	% of Total
Alcohol	378	59.1%
Assault	37	5.8%
Drug	168	26.3%
Escape	2	0.3%
Psychological	2	0.3%
Sex	51	8.0%
Suicide	2	0.3%

Data Source: PA Dept. of Corrections Inmate Records System & Pennsylvania Additive Classification Tool, February 29, 1996
Data: Grade Completed, WRAT Scores, & Inmate IQ data based on reported cases.

Prepared by: Lisa Matteson -- PA Department of Corrections Office of Planning, Research, and Statistics

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MANAGEMENT INFORMATION SYSTEM

STUDENT RECORDS

DATE: 02/12/1996 RCI TIME:

NAME: JOHN DOE COMM. NO: 888888

SSN: 220-88-0866 D.O.B.: 07/18/1973 AGE: 22 RACE: WHITE SEX: M

COUNTY: BALT. CITY

CURRENT HOUSING

UNIT: 4-A-08B

STATUS:

CURRENT JOB

ASSIGNMENT: MASONRY/DAY

EFFECTIVE DATE: 11/30/1995

RATE OF PAY: 0.90

PROGRAM DATA

CONTRACT: N SPECIAL ED: MANDATORY ED: CHAPTER 1: Y

PROGRAM: MASONRY SESSION: DAY SHOP

START DATE: 11/30/1995

TYPE OF INSTRUCTION: 1 HOURS PER WEEK: 30

EDUCATION DEPARTMENT

STUDENT PROGRAM HISTORY

DATE: 02/12/1996

NAME: JOHN DOE COMM. NO.: 888888

PROGRAM	STDATE	CMDATE	REASON
ABE	07/02/1990	09/17/1990	PRGM/SCHED
	09/17/1990	01/25/1991	PERSONAL
	04/19/1991	08/18/1993	PRGM/SCHED
G.E.D.	08/18/1993	06/14/1994	PRGM/SCHED
	06/14/1994	10/24/1994	INCOMPLETE

RCI EDUCATION DEPARTMENT
STUDENT TEST HISTORY

DATE: 02/12/1996

NAME: JOHN DOE COMM. NO.: 888888

TEST TYPE	TEST FORM	T_DATE	LEV	PLACE/ READ	PRE/ MATH	POST/ WRIT	SCI.	S.S.	TOTAL SCORE
GED		09/09/1994		36	40	47	41	35	199
MAPP	27	07/02/1990		219					219
	151	07/03/1990	B		228				228
	251	09/04/1991	B			224			224
	151	11/07/1991	B			228			228
	152	12/11/1991	C			224			224
	252	05/07/1992	C			232			232
PRE-GED		02/05/1992		30	34	32	37	38	171
		04/06/1992		36	36	33	33	39	177
		06/04/1992		38	37	37	37	38	153
		07/29/1992		39	38	42	32	39	190
		10/01/1992		42	44	37	42	38	203
		12/07/1992		43	39	30	41	42	195
		02/03/1993		42	42	38	39	37	198
		04/05/1993		43	39	41	45	35	203
		06/03/1993		42	39	41	38	34	194
		08/09/1993		41	43	40	40	35	199
		10/01/1993		41	32	47	37	39	196
		12/07/1993		39	38	39	37	39	192
		02/07/1994		42	42	45	46	34	209
		04/07/1994		43	41	41	40	39	204
		06/06/1994		47	43	42	41	43	216

RCI EDUCATION DEPARTMENT
STUDENT TEST HISTORY

DATE: 02/12/1996

NAME: JOHN DOE COMM. NO.: 888888

TEST TYPE	TEST FORM	T_DATE	LEV	PLACE/ READ	PRE/ MATH	POST/ WRIT	SCI.	S.S.	TOTAL SCORE
PRE-GED		08/04/1994		45	44	51	41	47	228
		04/11/1995		46	39		45	37	
		02/05/1996		45	47		43	40	
TABE		04/27/1990		3.9	4.8				
	5	08/27/1990	M	5.3	4.4				
	5	06/19/1991	M	7.7	7.2	7			
	6	12/19/1991	D	8.1	6.6	8.0			
	5	02/27/1992	D	9.1					
	5	08/12/1992	D	7.5					

U.S. Department of Education
Office of Vocational and Adult Education

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